

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<p>W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><u>Questions to Focus Learning</u></p> <p>What is intentional and unintentional plagiarism? How can writers avoid plagiarizing another person's ideas?</p> <p>The purpose of research is to support a writer's own thoughts with credible sources and to prevent reusing another writer's ideas as their own.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know how to locate credible sources to explore a topic. I know that paraphrasing and quotes in a story support a my own thoughts. I know how to use multiple in-text citations using MLA format in a paper. I know what intentional and unintentional plagiarism is. I know tools to prevent plagiarism in my writing.</p> <p><i>Reasoning Targets</i></p> <p>I can determine important and credible information and facts when researching. I can develop a research project using several in-text citations using MLA format. I can cite all sources for information I gather. I can identify when unintentional plagiarism has occurred within my writing. I can adapt my writing to eliminate plagiarism that occurs. I can synthesize paraphrasing and quotes within a research project with my own thoughts/ ideas to answer a question.</p> <p><i>Product Targets</i></p> <p>I can create a research project based on my own thoughts and ideas supported by information drawn from several credible sources. I can compose a works cited or bibliography page listing the sources used in writing and/or research.</p>

Vocabulary

appropriate
aspect
cite
credible
inquiry
intentional
query
relevant
resources
sources
unintentional

Teacher Tips

[Literature Biography Project](#) - Students will learn to develop the various processes used in researching and writing a biographical research paper, including brainstorming, note taking, outlining, creating a bibliography, and writing the final draft.

[Book Report Alternative: Summary, Symbol, and Analysis in Bookmarks](#) - In this ReadWriteThink lesson, students practice summarizing, recognizing symbols, and writing reviews—all while writing for an authentic audience.

[Child Labor: Giving Voice to the Industrial Revolution Through Monologues](#) - In this lesson from ReadWriteThink, students gather information using selected websites and explore issues related to child labor, particularly as it occurred in England and the United States during the Industrial Revolution.

[The History Behind Song Lyrics](#) - In this lesson from ReadWriteThink, students research and categorize the people, places, and events referenced in the lyrics of Billy Joel's “We Didn't Start the Fire.”

[Let it Grow: An Inquiry-Based Organic Gardening Research Project](#) - In this lesson from ReadWriteThink, students learn about organic gardening by developing their own research questions, conducting research, and gardening at their school. They then create signs about their plants and present their research to the class

[Interpreting Diaries of the American South](#) - Students will read diaries of individuals who lived in the American South from 1865-1917. After reading these diaries the students will use a visual means of displaying their interpretation. Visual presentations will be one of the following: shadow box, poster, PowerPoint using drawings done by the student, brochure, or presenting an item that would have been used during the time that their diary was written.

[Energy Drink](#) - A great writing prompt.

[Energy Drink Rubric](#) - A rubric for the *Energy Drink* speech presentation.

[Energy Drink Check-List](#)- An argumentative editing check-list for *Energy Drink*.

[Energy Drink Research Unit](#) - A table blog annotation activity.

[Energy Drinks](#) - Additional text for *Energy Drink* project.

[Experts on Energy Drinks](#) - Additional text for *Energy Drink* project.

[Organizer](#) - An writing organizer for *Energy Drink*.

[Biography project: Research and class presentation](#) - In this lesson from ReadWriteThink, students brainstorm about famous people and each selects one to research by reading a biography and doing Internet research. Students then create a graphic organizer (a web) to teach the class about the person's life.

[Campaigning for fair use: Public service announcements on copyright awareness](#) - This multi-media unit introduces students to fair use and copyright rules. After evaluating their personal usage of text and media, students research actual laws using kid-friendly Internet sites that explain intellectual property rights.

[No Place Like Home?: Arguing for the Protection of Endangered Species](#) - In this lesson, students investigate the impact of the physical environment on an endangered species. Working in pairs, they research an endangered species, factors that contribute to its endangerment, and ways to protect it.

Vertical Progression

W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.1.7 - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.3.7 - Conduct short research projects that build knowledge about a topic.

W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [W.7.7](#)